

Standard No. 3

Organization and Administration of the Forestry Program

Organization

The College of Forest Resources is an independent College within the University structure, with the Dean (Acting Dean Dale W. Cole) reporting to the President of the University. David B. Thorud, the Dean, is currently serving as the Acting Provost and Vice President for Academic Affairs of the University during the 1994-95 academic year and until the search for a new Provost is successfully completed. The College is organized into four academic Divisions each headed by a faculty chairperson. There are a number of affiliated, interdisciplinary research centers and special programs. An organization chart of the College of Forest Resources is provided in Figure 3.1.

The Office of the Dean

The Office of the Dean provides support to the Dean in meeting the responsibilities of executive officer of the College, including College-level coordination of undergraduate and graduate instruction, coordination of the College research program, administration of research funds, administration of College lands and administration of support services. To accomplish these administrative responsibilities the following positions are assigned to the Dean's Office:

Associate Dean for Academic Affairs. The responsibilities of the Associate Dean for Academic Affairs include working with faculty on curricular matters, on enhancing the development of interdisciplinary teaching initiatives, and on improving the quality of education, particularly at the undergraduate level.

Assistant Dean for Student Affairs. The Assistant Dean for Student Affairs administers the Office of Student Services which is charged with providing assistance to students in all aspects of

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advising, in obtaining summer employment while in school and permanent employment upon graduation, in establishing mentoring relationships, and with administering the College Scholarship and Financial Assistance Program.

Academic Divisions

The College is organized into four interdisciplinary academic units, or Divisions, which function as departments under the policies and rules of the University as set forth in the *Faculty Handbook*. These units differ from those described in SAF accreditation reviews of 1985 and 1991. In December, 1991 a faculty review process was begun that culminated in a reorganization of the College into the present four academic Divisions. The new organization took effect January 1, 1993. In a statement to the Office of the Provost on December 16, 1992, Dean David Thorud explained the rationale behind the reorganization effort:

The new College Organization is targeted primarily on undergraduate professional education with our goal being an optimal institutional structure to effectively service our several curriculum pathways. It is our belief that graduate, research and continuing professional educational programs will track nicely within the new structure, although some adjustments may be necessary.

The four current academic units in the College are the Division of Ecosystem Science and Conservation, the Division of Forest Management and Engineering, the Division of Paper Science and Engineering and the Division of Urban Horticulture. The functions of the academic Divisions are to: recommend standards of academic programs and administer curricula; govern student recruitment, advising, grading and graduation; conduct faculty searches and vote on

recruitment of faculty; recommend on promotion, merit and tenure; administer faculty teaching and workload assignments; participate in program development; and recommend on development and allocation of facilities.

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The Faculty Committee on College Organization adopted the basic proposition that undergraduate curricula should be the primary determinant for College faculty organization.

This premise was based on a number of themes:

(1) As organizational drivers, graduate education and research, although important College missions, probably do not require the same basic level of administrative coordination and cohesion. Graduate "program areas" and research areas are both more diverse and much more flexible in terms of faculty interest and participation and require less formal program management.

(2) Undergraduate education requires strong consensus of viewpoint, consistent allocation of teaching and support resources, active support of constituencies, and greater faculty teamwork. This does not preclude integrated curriculum structures or teaching cooperation between faculty members from different Divisions, reflecting the coursework subject matter requirements of the various College curricula. However, the Divisions provide a greater programmatic linking of faculty who share a common interest and vision of the professional goals of their respective undergraduate programs. Consequently, Division faculty share a strong sense of ownership in the management of the curriculum and in the academic development of the associated students.

(3) The organizational Academic Division structure reflecting undergraduate curricula does not detract from the College's capability to effectively support graduate education and research programs.

In recognition of the obvious interdependencies of the Divisions' respective curricula, the new organizational structure resulted in the creation of two new College-wide committees, the College-wide Curriculum Committee and the Undergraduate Recruitment Committee. The

Curriculum Committee seeks, where possible, the development of common lower- and upper-Division core courses, assures consistent course sequencing and facilitates special coursework arrangements in which faculty expertise from one unit is needed to teach courses for students whose curriculum "home" is in another Division. The basic socioeconomic and biophysical core courses serve multiple academic purposes since they provide the basic knowledge for students entering all professional majors, supplement prerequisite education for graduate students from nonforestry backgrounds and offer general electives for majors from other University colleges and departments. The Recruitment Committee works with the Divisions and the Office of Student Services to develop a comprehensive recruitment, faculty mentoring and student advising plan for each undergraduate curriculum in the College.

All curricula in the College are managed by its four academic units, described below. The Forest Management and the Forest Engineering curricula are both managed by the Division of Forest Management and Engineering. The academic programs administered by the Divisions are shown in Table 3.1.

Ecosystem Science and Conservation (Robert Edmonds, Chair). This Division offers courses in basic and applied subject matters in forest biology, including forest plant and animal ecology, wildlife biology and conservation, dendrology/autecology, soils, and forest ecosystem analysis.

Forest Management and Engineering (Gerard F. Schreuder, Chair). This Division offers courses dealing with the management of forest resources and their many multiple uses, including timber, water, wildlife, recreation, biodiversity and natural amenities. Forest land uses range from bioreserves, wilderness and national parks to watershed and tree farms. Courses in the forest engineering/hydrology curriculum emphasize the scientific and engineering design principles

that will enable graduates to find technical solutions to problems facing forestry-related enterprises.

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Table 3.1 Academic Divisions

Ecosystem Science and Conservation	Forest Management and Engineering	Paper Science and Engineering	Urban Horticulture
<i>Undergraduate Program:</i>			
Wildlife Science Conservation of Wildland Resources	Forest Management Forest Engineering	Pulp and Paper Science	Urban Forestry
<i>Graduate Programs (MS, Ph.D):</i>			
Forest Ecosystem Analysis Wildlife Science	Forest Economics Forest Engineering/Hydrology Forest Products and Marketing Quantitative Resources Management Silviculture and Forest Protection Social Sciences	Pulp and Paper Science	Urban Horticulture
<i>MFR. (nonthesis option):</i>			
	Silviculture		Urban Horticulture

Paper Science and Engineering (Bjorn Hrutfiord, Chair). This Division is responsible for courses in pulp and paper processing, pulping chemistry, wood and fiber utilization and their properties, and wood chemistry.

Urban Horticulture (Clement W. Hamilton, Chair). This Division is concerned with the selection, management and role of plants and ecosystems in urban environments. The faculty offers expertise in horticultural taxonomy and plant materials, landscape plant science and management, urban ecology and restoration biology, continuation education and public garden curation and management.

Research and Education Centers and Cooperatives

In addition to the academic Divisions, the College also administers a number of interdisciplinary research and education centers and cooperatives. Faculty, with formal academic appointments to one of the Divisions, informally participate in one or more of these collateral centers or programs.

Center for International Trade in Forest Products. The Center for International Trade in Forest Products (CINTRAFOR) was established in 1984 to respond to opportunities and problems relating to the export and import of wood products. Through programs of research, education and outreach, CINTRAFOR works to improve knowledge of export trade and to train professionals competent in the analysis and interpretation of trade problems, issues and policies. The center serves as a focal point for dissemination of information on world trade in forest products by means of seminars, conferences, workshops and publications.

The Center for Quantitative Science in Forestry, Fisheries and Wildlife. The Center (CQS) is an intercollegiate academic unit sponsored by the College of Forest Resources and the School of Fisheries of the College of Ocean and Fisheries Sciences. The center offers a comprehensive program of courses for undergraduate and graduate students in mathematics and statistical methods as applied to problems in ecology and natural resource management.

Center for Streamside Studies. The Center for Streamside Studies (CSS) was established in 1987 as a joint effort of the College of Forest Resources, the College of Ocean and Fishery Sciences and the Center for Quantitative Science in Forestry, Fisheries and Wildlife. The center provides information for the resolution of management issues related to the production and protection of forest, fish, wildlife and water resources associated with the streams and rivers of the Pacific

Northwest. Many of the center's projects are cooperative and may involve state and federal agencies, tribes, private industry and national and international research institutions. The three
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major program elements of the center are university course development; continuing education and technology transfer; and research, analysis and information management.

Olympic Natural Resources Center. The mission of the Olympic Natural Resources Center (ONRC) is to conduct research and education on natural resource management practices that integrate the production of commodities with the preservation and enhancement of ecological values. Created by the Washington State Legislature in 1989 and administered jointly by the College of Forest Resources and the College of Ocean and Fishery Sciences, the center conducts biological, physical, economic and social science research in both terrestrial and coastal/marine systems. The center's programs span a spectrum from developing new knowledge through basic and applied research to education and outreach. The center is developing facilities at Forks, Washington, on the Olympic Peninsula.

Stand Management Cooperative. The Stand Management Cooperative (SMC) was formed in 1985 to provide a continuing source of information on the long-term effects of silvicultural treatments and regimes on stand and tree development and wood and product quality. Cooperators in these programs direct development of research in forest nutrition, silviculture, wood quality and modeling. The geographic scope of the program includes forests west of the Cascade crest in Oregon and Washington and in coastal British Columbia. Support is provided by the cooperators and host institutions (University of Washington, Oregon State University, British Columbia Ministry of Forests).

National Park Service Cooperative Studies Unit. The National Park Service Cooperative Study Unit (CPSU) in the College of Forest Resources was created in 1970 as the first such study unit

within the National Park Service. Its mission is to study ecology, resources management, and the

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sociology of National Park System areas. Academic contributions to the College include teaching, advising undergraduate and graduate students, public education and committee service.

Washington Cooperative Fish and Wildlife Research Unit. This unit is supported by the U.S. Department of Interior through the National Biological Survey and the Wildlife Management Institute, and by the Washington State Departments of Ecology, Natural Resources, and Fish and Wildlife. The unit conducts research related to inland fisheries management and to wildlife conservation.

Institute of Forest Resources

The Institute of Forest Resources is an office that was formally established by state law to administer the forestry research program, including grant and contract coordination. Because Washington historically developed its major forest resources, teaching and service programs at the University of Washington, a non-land grant university, the Institute was developed to perform this essential research function. The Institute was first an independent state agency, then assigned to the University of Washington for administration, and, in 1979, the authorizing legislation was amended to make the Institute the research arm of the College. In states where forest resources are significant, the primary public forestry research organization is assigned to the land grant institution, and is either a part of the Agricultural Experiment Station or is in a parallel Forest Experiment Station. For Washington State, it is more efficient (and in keeping with the structure of the larger University) to integrate this research function into the University's overall research structure as an administrative sub-unit of the College of Forest Resources.

Noninstructional Staff

A complete listing of noninstructional staff for the College is shown in Table 3.2. Available support and technical staff are assigned to the academic Divisions as well as to offices that

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provide College-wide support. Many functions, including administrative, fiscal, payroll, student services, computing, word processing, publications and research grant coordination functions have been provided by centralized offices, including the Office of the Dean, Word Processing and Publications, Student Services and Financial Services. A listing of support, technical and other noninstructional staff assigned in whole or in part to the Division of Forest Management and Engineering and to the Division of Ecosystem Science and Conservation, as well as staff providing College-wide support, follows in Table 3.3. At present, one secretary provides support to all the faculty members in the Forest Management Division. Recent budget cuts have eroded overall College staff support. Efforts have sought to make more and efficient use of staff resources, although further consolidation would have serious implications on workloads and productivity.

Decision-Making within the College

Administrative and academic policy are a shared responsibility jointly exercised by the faculty and College/Division administration. Policy decisions within the College are primarily implemented by the faculty at the Division level, and by the College Council at the College level. The College Council is comprised of the Dean, the Associate Dean for Academic Affairs, the Assistant Dean for Student Services, the College Administrator, the Division Chairs and the Chair of the Elected Faculty Council. Faculty input and review of College-level matters is provided by a six-member Elected Faculty Council, reporting to the Dean. A number of other

standing and temporary committees dealing with various policy and administrative subject matters, meet on a regular basis. The College standing committees are listed in Table 3.4.

As noted above, the College, with four academic Divisions, four research centers and one intercollege teaching center, is organized to handle both the teaching and research responsibilities

Table 3.3 Noninstructional Staff in Support of Forest Management and Forest Engineering Division of Ecosystem Science and Conservation, and General College Functions

<i>Assigned to Division of Forest Management and Engineering:</i>	
Dean Berg	Silviculture Project Coordinator
Stan Humann	Lands Manager
Teresa Min	Secretary
<i>Assigned to Division of Ecosystem Science and Conservation:</i>	
Carry Bayless	Program Coordinator
Dean Berg	Silviculture Project Coordinator
Ken Bible	Information Services Evaluator
Lynn Catlett	Secretary
Kathy Kohm	Information Specialist
Mark Redlin	Research Technologist
Carl Riches	Database Manager
David Shaw	Facility Manager
Gordon Smith	Research Manager
Sarah Wolpow	Research Technician
<i>Assigned to College-wide support offices:</i>	
Beverly Anderson	Administrator
Noel Bain	Fiscal Technician
Linda Belanger	Program Coordinator-Academic Advisor, Student Services
Joyce Carlson	Grants Coordinator
Leila Charbonneau	Editor
Jeff Gorelik	Financial Services Manager
Carl Harrington	Program Coordinator
Joyce Johnson	Fiscal Technician
Rosemary Johnson	Fiscal Technician

Cheryl Kruesel	Assistant to the Dean
Margaret Lahde	Publications Coordinator
David Lange	Information Services
Cecilia Paul	Special Projects
Marlene Purser	Payroll Coordinator
Michelle Rand	Office Assistant, Student Services
Cherie Renfrow-Starry	Assistant Dean for Student Affairs
Shirley Verzosa	Word Processor

of the assigned programs within the University setting. Compared to other colleges of the University, the College of Forest Resources is relatively decentralized. It is small enough that decision-making can be coordinated and communicated, with adequate faculty input.

Nevertheless, there is a general prevailing view among many faculty that decision-making still is fundamentally "top-down," originating at the Office of the Dean and the College Council levels, with frequent exclusion of meaningful faculty participation in advance. Ongoing "mediation" efforts jointly involving the College administration and faculty is seeking to clarify many of these concerns.

Deans, Chairs and Directors serve indefinite terms, though some rotation takes place at the Division Chair level (often after five years). The most recent reorganization of the College in 1993 entailed the appointment of a Chair to head the new Division of Urban Horticulture. Since internal College organization and structure is a faculty matter, reorganization often reflects the changes in academic programs and desired changes in decision-making responsibilities and structures.

The recent reorganization plan also sought to continue the process of decentralization in accordance with the University guidelines for departmentalization. While presently rejecting moves towards formal departmentalization, the faculty expressed a strong consensus for

delegation of faculty responsibilities to the Division level paralleling Department responsibilities. This included budget authority, faculty recruitment, administration of faculty responsibilities and accountability, promotion and tenure, and related matters.

Administrative coordination is largely a responsibility of the Division Chairs, both through direct line responsibilities reporting to the Office of the Dean, but also through the College Council.

Faculty participation is formally through the Elected Faculty Council, an organizational function

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specified through the University Faculty Code. While the Elected Faculty Council holds responsibilities for voting matters under the University Code (appointments, promotion, tenure and merit salary), the faculty of the College of Forest Resources have also delegated responsibilities to this elected Council to be general representative of the faculty in most decision-making and policy matters. This latter role remains to be fully implemented, whereas the formal consultation and review for promotion, tenure, salary and appointment decisions has functioned (with some lapses). An increased role for the Elected Faculty Council in strategic planning and decision-making is presently envisioned, especially related to the reallocation of and/or reduction in faculty positions and support budgets. Broader faculty participation in the various College standing committees should also provide a more effective mechanism for faculty involvement in areas of curriculum development and review, in selection and promotion of faculty and in long-term program planning.

Although faculty fulfill research and service roles through informal affiliation with the Institute of Forest Resources, they report administratively through the Division Chair for all formal University research, teaching, continuing education and public service functions. This administrative structure requires a high degree of cooperation and coordination between the Dean, the Associate Dean, the Assistant Dean, the Administrator and the Division Chairs.

The College organizational structure has also created the potential for split responsibilities between Divisions (on the formal academic side) and funded research programs under the various Centers. Coordination of workloads and responsibilities require coordination among Chairs and Directors, and has normally been done informally. However, promotion, tenure and salary reviews are intended to be based upon agreed workplans and priorities, where expectations for academic and teaching functions may conflict with research interests. Further, service functions and related professional participation (continuing and public education, professional meetings,

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conferences, etc.) are relatively absent in the existing coordination mechanisms, and therefore are perceived as receiving less formal recognition (and rewards) in terms of faculty evaluations.

Tenure, Salary and Promotion

The tenure and promotion policies for the faculty are described in *University of Washington Handbook*, Volume 2, Chapter 25, pages 36-38, and 35-35a, respectively, and are reproduced in the appendix to this standard, Appendix D. These functions are delegated to the Academic Division faculty for implementation, and are coordinated at the College level by the Office of the Dean with faculty oversight and advice functions provided by the Elected Faculty Council.

The Forest Management and Engineering Division has established procedures for faculty promotion, tenure and salary decisions. These guidelines reflect the sub-groups responsible for the two undergraduate curricula. The Division Promotion and Tenure Committee functions as two sub-committees, providing separate recommendations to the Division faculty and Chair for formal actions and recommendations to the Office of the Dean. The current guidelines and criteria are included in Appendix D.

Faculty Evaluation.

The College participates in the University of Washington Instructional Assessment System, which provides for student course evaluations. See Standard 2, *Curriculum* for a description of this system. All academic Divisions stress course evaluations by students for every course taught. By faculty decision, faculty members are requested to make a copy of all course evaluations available to Division Chairs and the Promotion and Tenure Committees. Although faculty can choose to withhold these evaluations, this is usually interpreted in a negative light. The course evaluations are numerical and serve as one of the criteria by which faculty are evaluated annually for promotion, tenure and merit-based salary increases. Faculty evaluations are carried out by a

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standing Promotion and Tenure Committee in each Academic Division which makes recommendations to the Division faculty and Chair. Recommendations reflect student and peer, as well as administrator's, evaluations. Finally, each faculty member in the Forest Management and Engineering Division is encouraged to provide outside "evaluations" and documentation (when available) for public service and other activities. Often such supplementary information comes from peers within the University of Washington or from other academic institutions.

The University also has a policy for periodic peer teaching evaluation. The College has, in the past, implemented these processes in good faith but the results were not always satisfactory. Given the very wide variety of disciplines within the College, ranging from chemical engineering to zoology and political science, it has been difficult to arrive at meaningful evaluations. When the discipline range was narrowed, the resulting faculty population base was small and the possibility of extraneous bias was raised, questioning the objectivity of such evaluations. Although peer teaching evaluations are undertaken in some instances, the results are not presently formally used as a faculty evaluation criterion by the standing Promotion and Tenure Committee within the Forest Management and Engineering Division.

Program Admission Requirements

Admission to the College of Forest Resources undergraduate program, as stated in the *University of Washington General Catalog, 1994-1996* (page 319) requires that students meet the University's general admission requirements. In addition, applicants must have completed an intermediate algebra course, trigonometry and at least one unit each of biological and physical science. Admission to the College of Forest Resources is through regular University of Washington admission procedures. All regular beginning student and transfer admission policies apply. Students may be admitted directly to the academic programs from high schools, community colleges or other four-year institutions. Students already admitted to the University

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for the "Premajor" status in another department, school or college may apply to change to the College of Forest Resources undergraduate programs by completing a Change of College/School and/or Major form.

Course requirements specific to the undergraduate programs in Forest Management and Forest Engineering are also stated in the *General Catalog*, and are reproduced on the following page.

Prerequisite course requirements specific to the Forest Engineering program are currently stated in the application to that program, in the College of Engineering Undergraduate Application, and in an informational summary prepared by forest engineering faculty. Copies of the Forest Engineering application and the informational summary are provided in the appendix to this Standard, Appendix D.

Program Outcomes Assessments

In addition to timely, full curriculum assessment reviews and revision, (described fully in Standard 2, *Curriculum*), both the Forest Management and the Forest Engineering programs

carry out the following ongoing assessment activities in order to gauge the relevance and quality of the academic curricula to prepare professional graduates:

(1) Employment surveys are conducted to determine if students are actually employed in their chosen fields and to determine how competitive students are in terms of further degree education.

(2) Capstone courses are used to require students to synthesize skills and knowledge. F M 495, "Senior Project," is currently the capstone course in forest management that requires students to synthesize their skills and knowledge of forest management issues and practices and present their findings in a final paper. Data collection and other research methodology is used to provide

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evidence of proof to the student's initial hypothesis. Senior Field Studies at Pack Forest remains the capstone quarter in the Forest Engineering program. This field experience requires students to synthesize skills and knowledge of engineering issues in an on-site, "real world" situation provided by the Washington Department of Natural Resources.

(3) Student course evaluations are used to provide a mechanism for course and program assessment.

(4) Accreditation reviews by the Society of American Foresters are undertaken on a regular basis.

(5) The College's Office of Professional Opportunities seeks verbal and written feedback from employers serving as supervisors for summer employment and summer internships. This feedback

is essential to determine if faculty are instructing students in necessary skills for future professional employment in forest management and forest engineering.

(6) A Forest Management Advisory Committee and a Forest Engineering Advisory Committee have been appointed by the Office of the Dean, consisting of program faculty members and students, and active professionals from the public and private sectors to assist in assuring that appropriate courses in the curriculum meet stated educational objectives.

Summary

The College of Forest Resources has sought to maintain a flexible organizational structure, avoiding the rigid format of formal departmentalization. Under the administrative policies of the University of Washington, the Divisional format has been utilized since the early 1970s. As an adjunct to the Divisions as the preferred academic administrative structure, the Research and Extension (Continuing and Public Education) functions have been organized under the Institute of

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Forest Resources and the several recognized Centers. This structure, while affording considerable flexibility, also has the potential for confusion of responsibility and accountability and hence requires careful and effective coordination and communications.

The restructured academic Divisions are presently fulfilling a valid role in the administration and oversight of the undergraduate curricula of the College. In the case of the Forest Management curriculum, the need for utilizing basic courses across Division lines means that coordination is essential, both with respect to course structure and content as well as logistical matters in scheduling and teaching assignments, frequency of course offerings, etc. Where faculty incentives and rewards are Division-based, there is a potential for reduced incentive for cross-

Divisional matters, particularly where this may involve a tradeoff of more "central" Division" activities.

Many important academic functions remain as College-level support activities, including the Office of Student Services, employment and placement activities, financial aid and coordination of academic policy. Economies of scale and coordination requirements have led to pragmatic decisions regarding which functions to decentralize and which to retain at the College level. In general, this Division of effort has served the undergraduate programs well. With the introduction of revised curricula for both Forest Engineering and Forest Management, there is a felt need to create new mechanisms to assure better integration of course content, curriculum scheduling and curriculum evaluation. Division Chairs, faculty and the College administration are equally aware of this need. The recent reactivation of the Associate Dean for Academic Affairs office reflects this awareness and will hopefully provide the means to improve effective administration in the future.

The diverse organizational structure of the College also places greater emphasis on the communication requirements among all levels and units for administration. The perceived

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weaknesses in this area, reflected in ongoing "mediation" efforts of the faculty and administration, can hopefully contribute to an improved sharing of responsibilities and higher trust and confidence among all parties. This will be a critical issue confronting both the faculty and the administration during the balance of the present academic year and as the University moves into the 1995-1997 biennium under conditions of added financial stress.